



## CURRICULUM OVERVIEW – English

	SPRING TERM		
	Speaking & Listening	Reading	Writing
<b>EYFS</b>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• Develop their pronunciation.</li> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play:</li> </ul>	<p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories ,learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Write some letters accurately.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> </ul>

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	<ul style="list-style-type: none"> <li>• "Let's go on a bus... you sit here... I'll be the driver."</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> </ul>		
<p><b>Year 1</b></p>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Retell a story or incident in which events are clearly ordered.</li> <li>• Read aloud clearly and use some intonation for effect.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen and follow instructions accurately, asking for help or clarification if necessary.</li> <li>• Listen to other pupils during group work.</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Can use all GPCs (Grapheme-Phonic-Correspondence) from phase 5a of letters and sounds to decode unknown words.</li> <li>• Read ½ of 'decodable' and 'tricky' high frequency words from phase 5 of letters and sounds.</li> <li>• Read words with -ing and -ed endings.</li> <li>• Read words with 2 syllables with known GPCs.</li> <li>• Read some words with contractions [for example, I'm, I'll, we'll].</li> <li>• Recognise a wider range of words including tricky words and knows that decoding is not needed.</li> <li>• Read out loud taking into account full stops.</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Can retell known stories in simple form; saying what happened.</li> </ul>	<p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can compose a sentence orally.</li> <li>• I can write down my sentence with some help.</li> <li>• I can read back what I have written out loud.</li> </ul> <p><b>Transcription/Spelling:</b></p> <ul style="list-style-type: none"> <li>• I can spell words using the sounds I have learnt so far (40 sounds+ by end of Year 1).</li> <li>• I use letter names when I am explaining how to spell (not sounds).</li> <li>• I add an 's' when I am writing a plural.</li> <li>• I can say words correctly when adding endings -er and -est and spell these endings.</li> <li>• I apply the spelling rules I have learnt so far in my sentences.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• I am beginning to correctly form all capital letters.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Answer simple questions about a characters or events in a story by finding the answer in what they have read.</li> <li>• Retrieve facts from an information text to answer simple retrieval questions. <i>How many legs does a spider have?</i></li> <li>• Make simple inferences/predictions based on the title, blurb, or their own experiences. <i>I think this will be a funny book.</i></li> <li>• Make simple inferences about characters. <i>i.e. good or bad.</i></li> <li>• Recite a repeated phrase or simple rhyme by heart.</li> <li>• Can identify more complex vocabulary (wow words) and ask for meaning to be explained.</li> <li>• Give some opinions about the events or characters in a story with examples (likes/dislikes).</li> </ul>	<ul style="list-style-type: none"> <li>• I can correctly form most lower case letters.</li> <li>• I can form numbers 0-9 – sometimes reversing some digits.</li> </ul> <p><b>Grammar/Punctuation:</b></p> <ul style="list-style-type: none"> <li>• I leave spaces between the words I write in a sentence.</li> <li>• I use a capital letter for my own name and other names in my writing.</li> <li>• I am beginning to put a full stop and capital letter to distinguish my sentences.</li> <li>• I understand and use the words: Sentence, full stop, punctuation.</li> </ul>
<p><b>Year 2</b></p>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Use emphasis, story language and interesting vocabulary when telling stories.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Comment constructively after listening.</li> <li>• Reach agreement in a group.</li> </ul>	<p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>• Is developing more automaticity in decoding a wider range of words (may still be disjointed with multiple syllable words).</li> <li>• Read words with suffixes <i>ness, -ment</i>.</li> <li>• Use knowledge of alternative sounds for graphemes when reading words (sometimes may choose wrong sound).</li> </ul>	<p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can write a story with a clear beginning, middle and end.</li> <li>• I can write a short section of linked facts in sentences.</li> <li>• I can write a poem based on an example I have heard.</li> <li>• I can say what the audience and purpose are for my writing. (<i>who it's for, why I'm writing</i>).</li> </ul>

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		<ul style="list-style-type: none"> <li>• Reads a wider range of words they have encountered before without decoding.</li> <li>• Splits words into their syllables to help with decoding longer words.</li> <li>• Reads all words from approx. 2/3 of the Year 2 common exception word list.</li> <li>• Reads aloud with more expression and fluency (hesitating less frequently).</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Can recite poems by heart using some expression and intonation to add interest.</li> <li>• Automatically self corrects reading realising when it doesn't make sense.</li> <li>• Can give more detail from the text when answering retrieval questions. (beyond one word).</li> <li>• Can retell common traditional and fairy tales with more detail.</li> <li>• Can make a simple prediction about what will happen next based on what they have read so far with less reliance on adult guidance. (<i>I think they will have a party because they are good friends</i>).</li> <li>• Can infer meaning based on what a character has said or done but may need support for identifying how they know this.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make a simple plan to show what I am going to write. (<i>i.e. text map, boxing up</i>).</li> <li>• I write down my ideas one sentence at a time.</li> <li>• I can say what I have done well and what I need to improve next time in my writing.</li> <li>• I can write in the correct tense all the way through my writing.</li> <li>• I can spot where I have made some mistakes (<i>i.e. missing word endings, missing words</i>) and change them.</li> <li>• I can read my writing aloud with some expression.</li> </ul> <p><b>Transcription/Spelling:</b></p> <ul style="list-style-type: none"> <li>• I can spot a phoneme where I know more than one grapheme and make a best bet guess.</li> <li>• I can correctly spell over half of the common exception words for Year 2.</li> <li>• I can spell more complex homophones correctly including <i>hear/here bare/bear quiet/quite one/won</i>.</li> <li>• I can spell more complex contractions <i>i.e. couldn't, wouldn't, they'll, don't, can't</i>.</li> <li>• I can use the word endings <b>-ful -ness</b> correctly.</li> <li>• I can correctly apply approximately 2/3 of the Year 2 spelling rules.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Can explain the order of events in a story including how they are linked <i>first...then... because...</i></li> <li>• Can explain how items of information are linked.</li> <li>• Can give a simple definition of words they have read. (<i>i.e. words they have not asked for clarification</i>).</li> <li>• Begins to say why they like certain words or phrases. (<i>I like it because it sounds exciting</i>).</li> </ul>	<p><b>Grammar/Punctuation:</b></p> <ul style="list-style-type: none"> <li>• I can use question marks and exclamation marks correctly.</li> <li>• I can write sentences which are commands (<i>imperative form</i>).</li> <li>• I can use '<b>or</b>', '<b>but</b>', '<b>so</b>' in my sentences.</li> <li>• I can begin to use adjectives and adverbs in my writing</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> </ul>
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